5th Grade- Road to Revolution-Gaining Independence

Background

This unit is organized in Backward Design with five essential questions.  The first and last questions are meant to be answered in a simple discussion.  The first question is to hook the students’ interest and the last question is to connect the topic of study to their lives. The three middle questions are the big ideas of what the core covers.

This cover page is a summary of the unit.  If students can answer these essential questions with details through a variety of assessments, they will remember the big ideas long past the end of the unit.  The strategies and activities included are meant to teach students historian and literacy skills.  Good historians, like good readers, observe, infer, analyze primary sources, ask good questions, use background knowledge, make connections, compare and contrast, summarize, understand cause/effect, and use multiple perspectives in their study of history.

One important historian skill is to analyze primary source documents.  These are original sources such as letters, diaries, original maps, sound and video clips taken at the time of an event, photographs, etc.  Analyzing these documents gives students a chance to use historian skills and learn about life at the time of the document through the original source.

For primary source documents and activity sets already compiled with questions, visit [Docs Teach](http://docsteach.org/).  There is also an iPad app called Docs Teach that has ready to use primary sources organized by year and topic.  Another great tool for getting started is found at the [National Archives Website](http://www.archives.gov/education/research/). Whenever a document is presented, students need time to analyze it and make inferences about it.  This can be done through discussion or by completing a document analysis sheet.  These can be found at [Education Tool Box](http://www.archives.gov/nae/education/tool-box.html) on the National Archives site (on the right hand side).  A general document analysis can be found at [5th History- Primary Sources](http://fifthhistory.wikispaces.com/Primary+Sources), called a Document Analysis Disco.

The strategies described can be used to teach and assess the students.  An assessment might be as simple as writing a paragraph on an exit card, or listing the important people in an event.  Through these authentic assessments, students will be better able to discuss history than simply arbitrarily choosing an answer on a multiple choice test.   Here is an example for this unit [5th History- Rev War](http://fifthhistory.wikispaces.com/Standard+2+Revolutionary+War)

For more resources on this unit, visit [JHAT Jr. Standard 2](http://jhatjr.wikispaces.com/Standard+2+Revolutionary+War)

For excellent, ready to use Primary Sources, visit [Standard 2 Primary Sources](http://jhatjr.wikispaces.com/Standard+2+Archives)

Cover Page- Overview

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| Essential Questions | Assessments | Explanation and Resources |
| Why is independence important to you? | I can write a journal entry about what independence means to me, and why it is important to protect our independence. | Have a class discussion about independence and what it means to you. This is a small hook or opener for the unit, so a simple journal entry is fine if you want to see what each student thinks. |
| What early events led to the Declaration of Independence? | I can write a **narrative letter** from the perspective of a patriot or loyalist colonist including events that led to the Declaration of Independence? (W.5.3) | Teach the different events that led to the Declaration of Independence and have students choose a role (or assign them) as a Patriot writing to another Patriot or a Loyalist writing to someone back in Great Britain about 5 of the events from 1763-1776 in the form of a letter. |
| How did the events of the Revolutionary War impact the people? | I can complete a cause and effect chart, showing how the events of the Revolutionary War changed America forever. | After learning about the events of the war, have a class discussion about how people thought differently about rights (see lesson ideas below).  Give students a copy of the Cause and Effect chart to complete on their own (chart found below in the lesson details). |
| What impact did the Revolutionary War have on early government? | I can summarize how the government worked during the American Revolution and why colonists needed a new government when the war was over. | This can be done in one activity where students review how the Continental Congress and Articles of Confederation worked. See lesson details below. |
| How do people revolt against government today? | I can complete an exit card about how people can revolt against government today. | Have a class discussion about ways that people revolt against government or share their opinions and ideas with government. Give the students an exit card (note card or piece of paper). Have them answer the question in a concise response with examples. This is meant to take about 5 minutes or less to complete. |

Strategies and Assessments in Detail

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| **Essential Question #2** | What early events led to the Declaration of Independence? |
| **Assessment** | I can write a **narrative letter** from the perspective of a patriot or loyalist colonist including events that led to the Declaration of Independence? |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. II, 2b  Profile citizens who rose to greatness | I can research an important person of the time period and present details about that person as if I were him/her in a class wax museum. | Role Play- Wax Museum | Research materials- encyclopedia, books on American Revolution, computer  [Info on some leaders](http://www.studyzone.org/testprep/ss5/b/revleadl.cfm) (research material) | 2-3 days of research in class (optional)  1-2 days of practice  1 day to perform  Total class time 2 hr.-various days | This is a bigger project that can be done elaborately or in a simple manner. To make it simple, find research for certain people and assign multiple students to the same person. Create folders of information for students to use.  Another option is that if students have computers available at home, give them 2-3 weeks to research on their own.  Once they have researched, take class time to have them write their parts. They should present who they are and what they did during the Revolutionary War.  Have them practice their parts and memorize them (if desired). To create a wax museum, have them pose around the classroom, frozen like statues. When you touch their arm, they come to life and say their part then freeze again.  Have students go around and listen to each other. To make this a bigger production, have them get costumes and invite parents.  List of people to research: John Adams, Thomas Jefferson, Samuel Adams, George Washington, Ben Franklin, Paul Revere, Thomas Paine, Patrick Henry, Benedict Arnold, John Paul Jones, John Hancock, Nathan Hale, Molly Pitcher, Deborah Sampson, Abigail Adams, Phyllis Wheatley, Marquis de Lafayette, Betsy Ross, |
| St. II, 1a  Role of events that led to declaration | I can analyze primary source documents and discover what happened to lead to war. | Primary Source Scrapbook | Primary Sources from Revolutionary War time period  Student Booklet – make from paper stapled in the middle with the long stapler. Have at least 10 pages in the book.  Events that led to war chart | About 2-3 hours over a period of days throughout the unit. | Give the students each a booklet and have them title it: What Led to the Revolutionary War? Assign half the class to be Patriots and half to be Loyalists. Have them write their role in the front of their book.  As you read about and introduce each event, have students take notes on the Events that Led to War Chart.  Next, have students write a journal entry about the event in their book. For example, the class read about the Sugar Act, so the students will put the title and date in their notebook, then imagine they were a Patriot or Loyalist right after this act was given. Have them write a response to the act from the appropriate perspective describing what the act was all about.  Use primary sources to support your teaching. If desired, print out some (or all) of the primary sources and have students glue them in their book next to their journal entry. |
| I can write a 5 paragraph informative piece about how British policies led to war. | Writing Assignment | Events that Led to War Chart with notes  4 Square paper (optional)  Paper and pencil | 3-4 days during writing time | Have students take out their Events that Led to War Chart and choose 3 events they think influenced the colonists the most to declare independence. Depending on their writing skills, you may want to start this as a shared class writing assignment where you discuss it and outline it together then have them do the writing on their own.  This activity is building the background to complete a 5 paragraph essay and do a DBQ. After completing a prewrite/plan, have students write the essay.  See Video for more details |
| St. II, 1b  Arguments for and against declaring independence | I can read a text and argue an assigned point of view in a class debate. | T-Chart  Debate | Notes  Patriot and Loyalist Reading found at the following sites  [Patriot v. Loyalist](http://jarodkearney.com/id19.html)  [Patriot v. Loyalist T-Chart list](http://www2.needham.k12.ma.us/eliot/technology/lessons/am_rev_bio/loy_pat_argue.pdf)  [Patriot and Loyalist Slideshow](http://www.slideshare.net/bmtoth/loyalists-vs-patriots-presentation) (optional)  [Extension Activity](http://www.converse.edu/sites/default/files/site-files/Academics/NEH/PatriotLoyalistorNeutral_YouDecide.pdf) (optional- takes about 30 min. to complete) | 45-60 min. | For a few minutes, have a class discussion about why the Patriots wanted independence and the Loyalists did not want independence. Create a T-chart labeled “Patriot” on one side and “Loyalist” on the other side and add notes from the discussion.  Print off or project the readings and review them together as a class. They can also be sent home in advance as homework for reading if you are short on time. Have students write some of the main ideas in their notes, focusing on why each group would want to declare independence or not (not why you would want to belong to that group).  For the class debate, set students up in two rows that face other. This can be standing or seated at desks. Assign one side to be Patriots and the other side to be Loyalists. Give them the starting phrase “We should declare independence because. . . “ or “We should not declare independence because. . . “ and have them complete it using evidence from their notes to support their thinking. After 30 seconds to 1 minute, ding a bell and have the partner give a rebuttal where they have to take the speaker’s statements and challenge what they heard.  Do this four times so each partner has a chance to give the reasons and rebuttal for Patriot and Loyalist points of view.  See Video for details. |
|  | I can write an opinion piece from the Loyalist or Patriot perspective for or against declaring independence. | Opinion Piece | Patriot and Loyalist T-Chart in notes  Outline for essay | 1-3 hours class time during writing  -parts can be sent home to save time | Have students choose to be a Patriot or Loyalist (or you can assign them a point of view). Using their notes and what they learned in the debate, have them complete an outline with 3 reasons for declaring independence (or not declaring in dependence) and support it with facts.  Give them time to turn it into a five-paragraph essay. |
| St. II, 1c  Content and purpose for declaration | I can identify how Thomas Jefferson used reason and evidence to support declaring independence and rewrite the Declaration in my own words. | In My Own Words | Copy of the Declaration of Independence- to print a copy of it from Library of Congress [click here](http://www.loc.gov/exhibits/treasures/trt024.html)  Computer and projector for webquest [click here](http://borchardtlibrary.edublogs.org/2012/11/28/5th-grade-declaration-of-independence-webquest/)  (optional)  *The Declaration of Independence* by Sam Fink- to view on Amazon [click here](http://www.amazon.com/Declaration-Independence-Sam-Fink/dp/0439407001/ref=sr_1_4?s=books&ie=UTF8&qid=1373933362&sr=1-4&keywords=the+declaration+of+independence) | 60-90 min. | To prepare the class to read the Declaration, have them do the webquest or choose parts that you like. The activity at the end would be fun to do with the class in the computer lab. Students can type in their names and print out a paper that makes it appear as if they signed the Declaration of Independence. [Click here](http://www.archives.gov/exhibits/charters/declaration_sign.html) for the site.  Print out copies of the Declaration (the more original looking, the better). Have students analyze it in partners and try to make sense of its writing. This will be frustrating for the students because of the old English, but they will learn remember it better when you explain it later. Have them take notes on things they learn as they study it.  Next, read it with them and phrase by phrase explain what it means. Use the Sam Fink book, if available. This book has the actual text from the Declaration and political cartoons to illustrate it. Show the book under a document camera so students can see the pictures better. As you read, have the students take notes about what the declaration says.  When finished, discuss some of the big ideas together. Focus on how Thomas Jefferson (the main author) used reason and evidence to support the need to declare independence (this meets a language standard as well).  Then, assign students to rewrite the Declaration of Independence in their own words. Student writing should be about one page long with the main ideas of the Declaration included. |
| St. II, 1a  Role of events that led to declaration | I can write a narrative letter from the perspective of a loyalist or patriot including events that led to the Declaration of Independence. | Narrative Letter | Paper and notes | 30 min. to make plan  45-60 min. to write (or assign as homework) | Have students review their notes and choose 5 events that they could explain that led to the Declaration of Independence.  Some ideas are: French and Indian War, Sugar Act, Stamp Act, Quartering Act, Townsend Duties, Tea Act, Intolerable Acts, First Continental Congress, Boston Massacre, Boston Tea Party, and First Fighting at Lexington and Concord  Have them create an organizer with a few details about each of those 5 events. Divide the class in half and assign half of them to write from a Patriot perspective and half to write from a Loyalist perspective.  Using the organizer as a plan, have them write a letter to a friend describing what has happened in the last 20 years leading to independence. |

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| **Essential Question #3** | How did the events of the Revolutionary War impact the people? |
| **Assessment** | I can complete a cause and effect chart, showing how the events of the Revolutionary War changed America forever. |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. II, 2a  Plot a timeline of the key events of the Revolutionary War | I can research and write an informative piece about a key event of the Revolutionary War. | Expert Groups  Picture Map | White copy paper, markers  Research info in folders, or textbook  Websites for resources  [Valley Forge](http://www.ducksters.com/history/american_revolution/valley_forge.php)  [Bunker Hill](http://www.ducksters.com/history/battle_of_bunker_hill.php)  [Saratoga](http://www.ducksters.com/history/american_revolution/battles_of_saratoga.php)  [Yorktown](http://www.ducksters.com/history/battle_of_yorktown.php)  [Treaty of Paris](http://www.ducksters.com/history/treaty_of_paris.php)  [Continental Congresses](http://www.ducksters.com/history/continental_congress.php)  [Lexington and Concord](http://www.ducksters.com/history/battle_of_lexington_and_concord.php)  [Crossing the Delaware](http://www.ducksters.com/history/crossing_the_delaware.php) | 60-90 min. | Divide class into groups and assign a topic: Valley Forge, Battle of Bunker Hill, Yorktown, Treaty of Paris, Trenton- crossing the Delaware, Battle of Saratoga, 2nd Continental Congress, War at Sea  Have students read about the topic and take notes. Next, divide students into groups where one person from each topic is present. Give each student 30 seconds-1 minute to explain his/her topic and allow the others in the group to write a few notes. This serves as background info for the next activity.  Next, have the student who read about the same topic get together and draw a picture map to explain it. A picture map is a picture or group of pictures that serves as a visual image to represent at topic. The page can only have 5 words or less, in case a few words are needed to label important items.  On the back of the page, have students write a 20-word summary of their event.  Present the maps to the class and hang them in the classroom where they can be seen and referred to throughout the unit.  It is important to have the background knowledge and correct information before doing the picture map. Otherwise, students can present the wrong information or focus on details rather than the big idea. |
| I can plot a timeline of important events in the Revolutionary War. | Timeline | Copy paper  Markers/colored pencils  Ruler  Notes | 45-60 min. | This activity can be done individually as an assessment or in small groups as a quick reminder. To make the timeline, take a piece of copy paper and cut it in half so that you have two long pieces. Tape the pieces together to make a timeline that is 4.25” x 22.”  Give students the directions to create a timeline from the years 1775-1783 (if you want to include what led to the Revolutionary War, you can start earlier). Show them how to use a ruler to divide the timeline into equal time segments and mark it incrementally by equal intervals: 1 year, 2 years, or 5 years.  For each event, they need to write it next to the year, write a title, a short description, and a picture with at least 3 colors. |
| St. II, 2c  Rev. War changed the way people thought about rights | I can engage effectively in a discussion about how the Revolutionary War changed the way people thought about rights. | Discussion | Teacher background knowledge  [Impact of Rev. War](http://www.ushistory.org/us/12.asp)  [More impacts](http://www.ushistory.org/us/12b.asp)  [Women's Role in the New Republic](http://www.ushistory.org/us/12d.asp)  [Farmers in the New Republic](http://www.ushistory.org/us/13g.asp)  [State Constitutions](http://www.ushistory.org/us/14a.asp)  [Articles of Confederation](http://www.ushistory.org/us/14b.asp) | 15-30 min. | Discuss what rights colonists had before the war and what rights they gained.  Examples: Freedom to vote for leaders, freedom of religion, more opportunities for land without English inheritance laws, more chances for women with Republican Motherhood, etc.  Discuss how their views about rights changed from the War. Example: They knew that men could change their destinies and had the duty to do so if they were led by a “tyrant.” |
| Final Assessment for Essential Question | I can complete a cause and effect chart, showing how the events of the Revolutionary War changed America forever. | Cause and Effect Chart | Cause and Effect Chart | 15-30 min. | After the class discussion about rights, have students complete the following chart about how events during the war changed the way people thought about rights and government. |

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| **Essential Question #4** | What impact did the Revolutionary War have on early government? |
| **Assessment** | I can summarize how the government worked during the American Revolution and why colonists needed a new government when the war was over. |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. II, 2d  Need for new government | I can view media and read texts and write main ideas on a chart about why the colonial governments. | Chart | Government Chart  You Tube video  [2nd Continental Congress](http://www.youtube.com/watch?v=Qd8rkEhR9b8)  [Liberty Kids 2nd Continental Congress](http://www.youtube.com/watch?v=C4566ow8m-s) (optional)  Teacher Background  *A Brilliant Solution: Inventing the American Constitution* by Carol Berkin pg. 11-29  [Click here](http://www.amazon.com/Brilliant-Solution-Inventing-American-Constitution/dp/0156028727) to see most of the pages in the book preview (you can get the ideas without having to buy the book- although it is a good purchase)  Info from website [Articles of Confederation](http://www.socialstudiesforkids.com/articles/ushistory/articlesofconfederation1.htm) (it has 3 pages)    [Articles of Confederation Presentation](http://www.montereyinstitute.org/courses/AP%20Government%20and%20Politics/course%20files/multimedia/lesson04/lessonp.html?showTopic=1)(optional) | 60-90 min. Can be done in one day or spread out over a few days. | Review what happened at the 1st Continental Congress (info is already in the chart).  Have the class watch the You Tube video clip about the 2nd Continental Congress and write some of their strengths and weaknesses in their chart. It may be good to watch the video 2-3 times since there are a lot of facts in it.  Next, read about the Articles of Confederation and complete the chart. This can be projected to read together or printed out to have the students read it.  As a class, discuss each type of government and how it was appropriate for the colonists at the time. The colonies had been operating like 13 different states or countries and to get them to unite, even in a limited manner, was a great feat. These governments helped pave the way for the Constitution. |